

Welcome to B-13

You were muted when you entered the room, we have chat box sessions throughout the slide deck, or you can unmute and ask as questions arise.

Thank You



Transition Planning

Office of Special Services
Monitoring Team

Updated 1/5/22

Contact Information

Colette Sullivan: Federal Programs Coordinator

Colette.Sullivan@maine.gov

Leora Byras: Education Specialist II

leora.byras@maine.gov

Jennifer Gleason: Education Specialist II

Jennifer.gleason@maine.gov

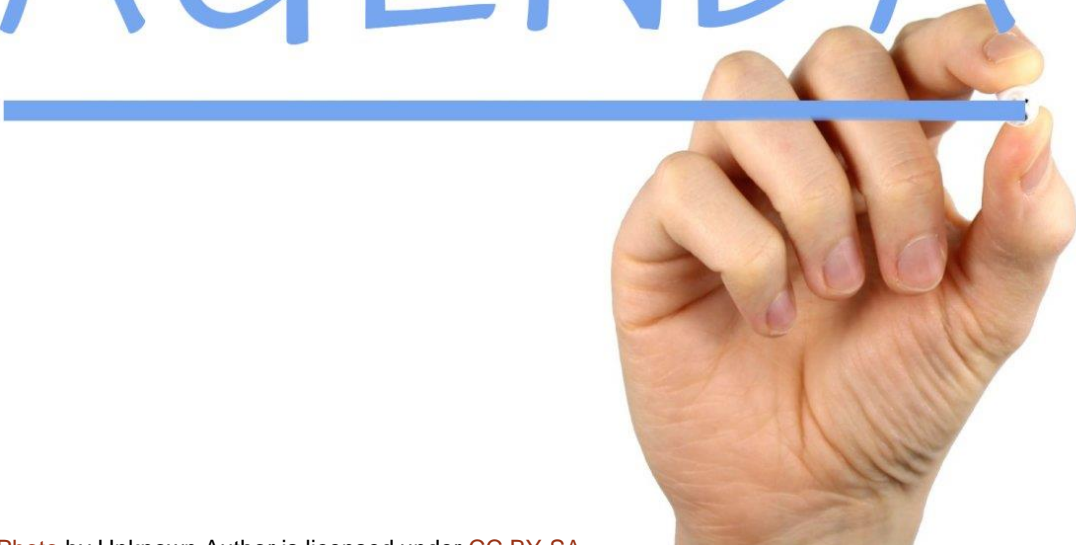
- Please take a moment and add your name, position and district to the chat box. We like to know who we are talking to!
- Also, we are noting down the districts our participants are from to assist in our continued efforts to ensure that each district has the most up to date information.



Agenda

- Introductions
- Purpose of the training
- B13 Indicator
- Transition Plan
- Questions

AGENDA



FAQ's

- As we go through the slides, we will address many FAQ's:
 - What if I don't know the child, a 9th grader, and their annual is in September, how do I write the transition plan?
 - What if the child wants to be a rock star?
 - Why shouldn't we name specific colleges or businesses?
 - Can we include the parents in 9F?
 - What do we do if the parents don't want to encourage the child to consider employment?

Procedural Manual in Chat Box



Procedural Manual:

- Pages we will be referring to today:
 - AWN: pg. 3
 - Section 9 of the IEP: pgs. 37- 41
 - WN: pg. 87

Don't forget the Summary of Performance document, pgs. 82-85 is required for Special Education students graduating or leaving high school.

Maine Unified Special Education Regulations (MUSER) in Chat Box



05-071 Chapter 101

**Maine Unified Special Education Regulation
Birth to Age Twenty**

Effective Date:

August 25, 2017

Italicized text signifies State requirements

Non-italicized text signifies federal statutory or regulatory requirements

- References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Extended Eligibility

Priority Notice: IDEA Eligibility Extended Until Age 22

**Released via
Maine DOE Newsroom 1/21/2021**

<https://mainedoenews.net/2021/01/21/priority-notice-idea-eligibility-extended-until-age-22/>

Purpose of Today

- To develop compliant and effective secondary transition plans



**SHOWING MEANINGFUL
MOVEMENT**



Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes

What Makes Life Meaningful?

- Family and Friends
- Employment (money and self worth)
- Engagement in community-being able to go for a walk, or sit outside in the yard....
- A happy home-pets....
- Health
- Choices/options-what to eat, how to arrange our home....
- Freedom and Independence

This Photo by Unknown Author is licensed under [CC BY](#)



How to Live a Meaningful Life: 10 Inspiring Ideas to Find Meaning

1. Know what's important to/for you
2. Pursue your passion
3. Discover your life's purpose
4. Be self-aware
5. Focus
6. Spend money on people more than things
7. Live with compassion
8. Find a way to give back
9. Simplify your life
10. Set daily goals



David Loker <https://www.lifehack.org/articles/lifestyle/10-ways-to-live-a-more-meaningful-life.html>

The Big Picture: Guiding Questions

Ask yourself:

- What is it that you are **actually doing to support** this student/youth?
- What **assessments** are being used?
- How are you **applying** the results?
- Are activities & services **meaningful**?
- Will what you are doing really **help the student** to achieve his/her postsecondary goals and to enjoy a quality of life/Meaningful Day?



Person-Centered/Directed Planning Life Course Framework



Daily Life and Employment
(school/education, employment,
volunteering, routines, life skills)



Healthy Living
(medical, behavioral,
nutrition, wellness, affordable
care)



Community Living
(housing, living options, home
adaptations and modifications,
community access,
transportation)



Safety and Security
(emergencies, well-being,
legal rights & issues,
guardianship options &
alternatives)



Social and Spirituality
(friends, relationships, leisure
activities, personal networks,
faith community)



Citizenship and Advocacy
(valued roles, making choices,
setting goals, responsibility,
leadership, peer support)



<https://www.lifecoursetools.com/>



How can we help families ?



National Federation of Families
for Children's Mental Health

Membership

 Log In

Donate

About

Get Involved

Legislation and Advocacy

Certification

Resources

Events

Store

Families, Parents and Caregivers Resources

Please enjoy these resources. Have something you'd like to share? [Let us know.](#)

 Search

For Children

For Youth and Young Adults

For Parenting

<https://www.ffcmh.org/resources-parentsandcaregivers>

For Children



Adventures in Parenting

For Youth and Young Adults



An Asset Checklist for
Parents



Building Blocks Family
Guide

For Parenting



Child Welfare - What You
Need to Know



Creating a Care Notebook
for Your Child



Facts for Families:
Children and Grief



Facts for Families:
Helping Teenagers with
Stress



Facts for Families: How
Do I Know if My Child is
Developing Typically



Family Guide to Systems
of Care



Family Journey
Assessment Parent
Support Provider Training

<https://www.ffcmh.org/resources-parentsandcaregivers>

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (<u>NOT</u> "Child will..." statements)	IEP 9F

Section 3 of the IEP

- This prompts you to go to Section #9 to complete the transition plan PRIOR to the rest of the IEP

POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

- Strive to move “**Beyond Compliance**”
- Important Take Aways from Maine’s state CBVI Team, 2021:
 - Set high expectations for transition planning
 - Keep families engaged and connected to the process
 - Empower students to lead
 - “Student voices heard; student choices honored”
 - Culturally responsive transition planning
 - Engage and include SPPS and OOU students

Transition: Section 9

- **9. POST-SECONDARY TRANSITION PLAN**
- This section must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h))
- IDEA
 - Age 16
- MUSER
 - No later than 9th grade



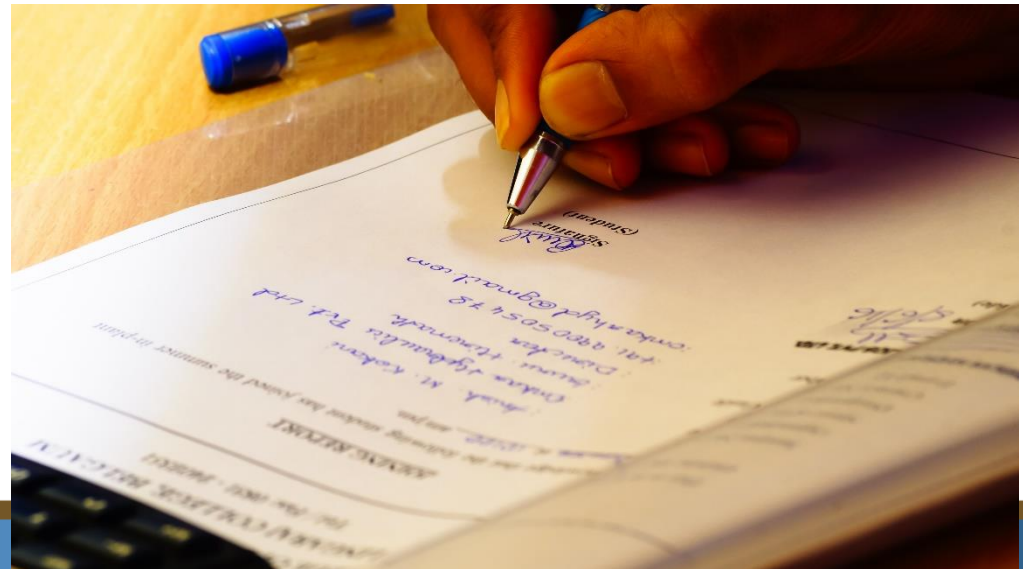
REMINDER

- POST SECONDARY PLANS ARE ONLY FOR ALL CHILDREN WITH A DISABILITY BEGINNING DURING THEIR 9TH GRADE YEAR
- However, research continues to show us that beginning transition planning earlier results in better post-secondary outcomes for students with disabilities.

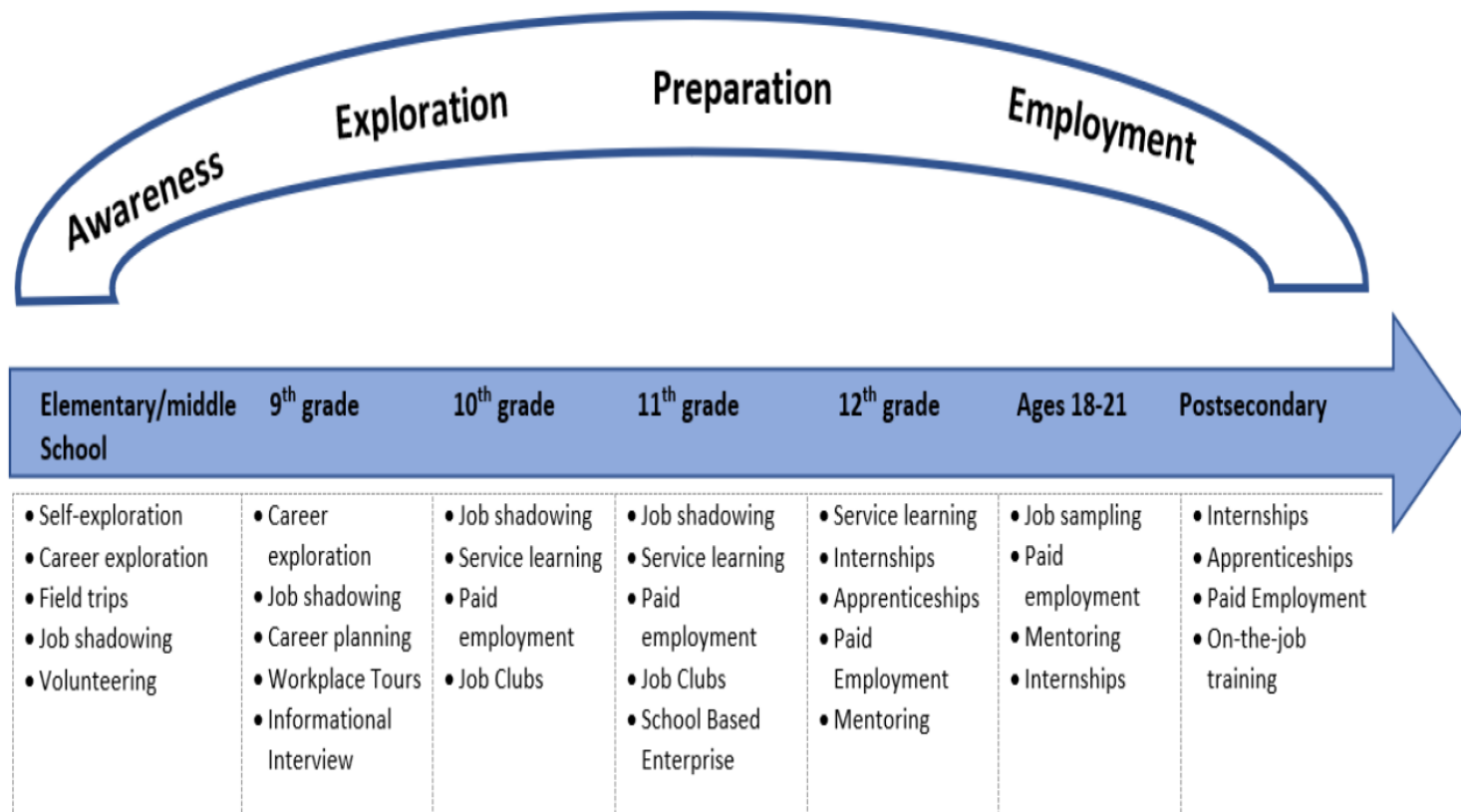


Transition Plan and the Written Notice

- It is very important that planning beyond year 4 (if indicated), begins as early as possible.
- It is equally important that the IEP Team discussion regarding planning beyond year 4 is documented very clearly in the WN.



Work Based Learning (WBL) Continuum



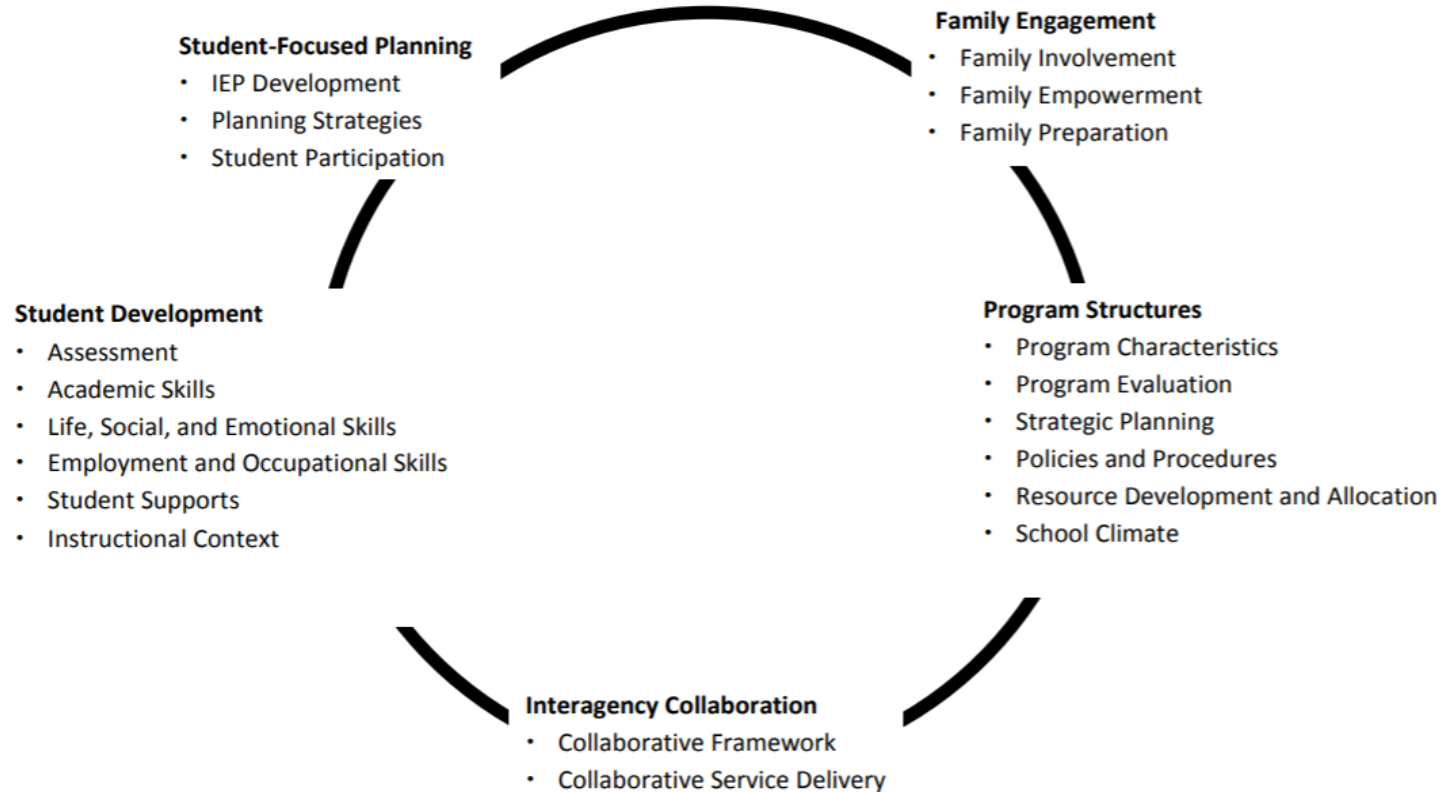
Stages of Career Development

- 1. Awareness
- 2. Exploration
- 3. Preparation
- 4. Employment

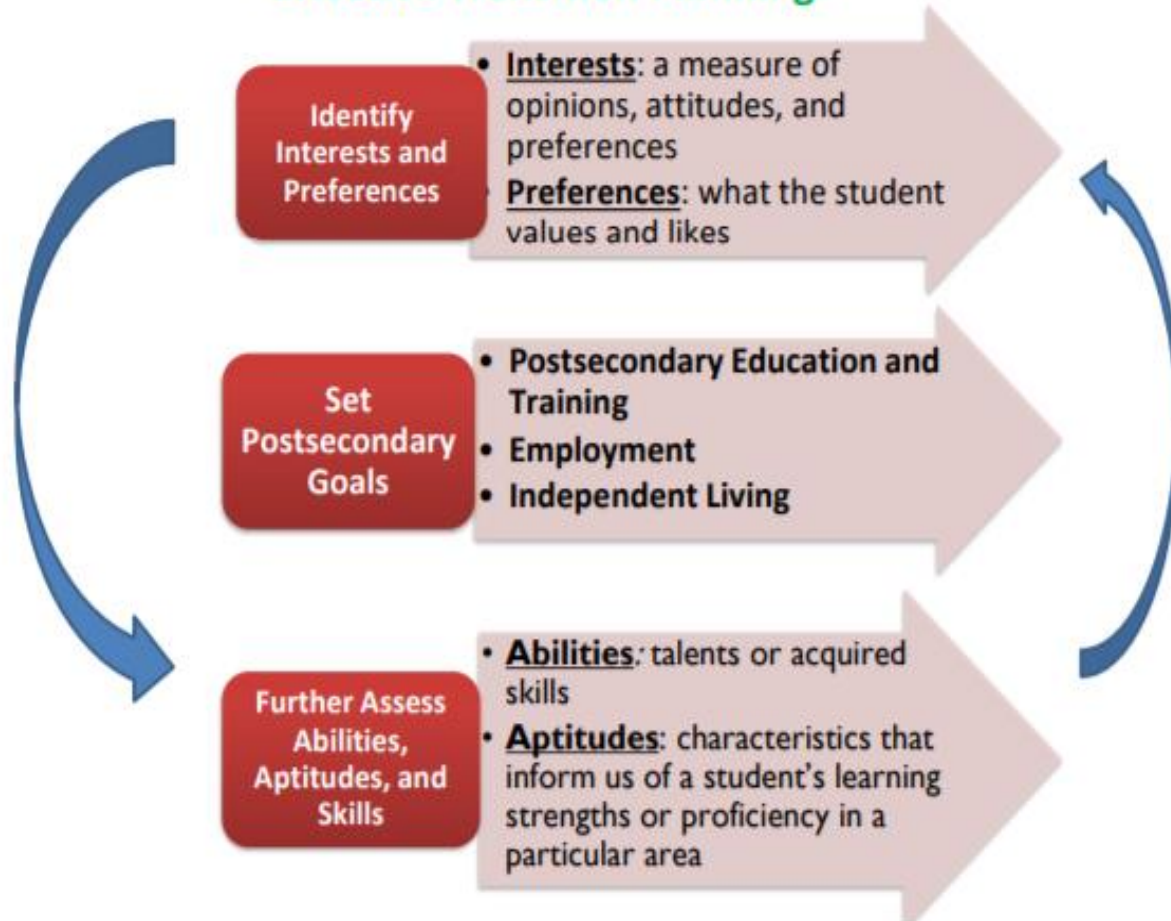


Very important to engage families in the process as early as possible as well.

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



Effective Transition Planning:



Section 9 – Transition Plan

<p>This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).</p>	<p>IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.</p>
<p>A. Projected Date of Graduation/Program Completion:</p>	
<p>B. List of Transition Assessments Completed:</p>	
<p>C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:</p>	
<p>D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments.</p>	
<p>Education/Training Goal After graduation, <u>child's name</u>, will <u>education/training goal</u>.</p>	
<p>Employment Goal After graduation, <u>child's name</u>, will <u>employment goal</u>.</p>	
<p>Independent Living Skill Goal (when appropriate) After graduation, <u>child's name</u>, will <u>independent living skill</u>.</p>	
<p>E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.</p>	

Inviting the Child to the Meeting - AWN

- The child should be invited to the meeting and should be included in the salutation or the child should receive their own AWN.

Dear **Mom, Dad, and Bobby,**

An IEP/IFSP Team meeting has been scheduled for:



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Section 9A: Projected Date of Graduation

- **A. Projected date of graduation/program completion:** Month/Year
- **IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE**
- NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.



Section 9A: Projected Graduation Date

- Record the month and year of anticipated graduation or departure of high school
- If a child becomes credit deficient, this projected date can change
- 5th or a 6th year planning should begin early

Section 9A: Projected Graduation Date

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE:

Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.

A. Projected Date of Graduation/Program Completion: June 2022

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Defining Transition Assessment

What it is:

- Ongoing and cumulative
- Individualized
- Based on student's strengths, needs, interests, & goals
- A process that increases student self-awareness
- Used to develop appropriate annual and postsecondary goals

What it is NOT:

- The same for all students
- Done "once a year"
- Only completed just before the IEP to fill out the forms
- Only the responsibility of the special education teacher

Adapted from B. Charton (2007). Arkansas Dept. of Ed. Transition Assessment Toolkit

When assessing youth and young adults, continually pose these questions:

- Whose needs are being met?
- What did the student/family and you learn from the assessment *process*?
- Where do you record the information – how is it interpreted?
- What do we do with the information – how is it utilized?



NTACT

National Technical Assistance Center on Transition

Assessment drives the planning and implementation of a “Meaningful Day”

Without assessment we cannot:

- ❖ Plan;
- ❖ Set goals; or
- ❖ Achieve outcomes.



46



What to Assess



Mary E. Morningstar © 2019 Transition Coalition

Section 9B: Transition Assessments

Acceptable Transition Assessments	Assessments without Transition Components
<ul style="list-style-type: none">• SATs• PSATs• ASVAB• Accuplacer	<ul style="list-style-type: none">• NWEAs• MEAs• WISC-V• WIAT-III• WJ-IV• Curriculum Based Measures

Section 9B: Transition Assessments

- Document all transition assessments that have already been completed:
 - Informal student interview
 - Parent survey
 - Independent living skills
 - Academic skills
 - Career interest inventory
 - Self-assessments
 - Self-determination skills
 - Career/vocational interests and skills

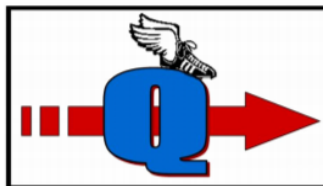


- Let's take a deeper dive into assessment:



This Photo by Unknown Author is licensed under CC BY-NC-ND

QuickBook Of Transition Assessments



https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

TABLE OF CONTENTS

Preface	5
Introduction	
■ Requirements that make a difference	6-7
■ Transition Assessments: What do we need to know about students and why?	8-9
<i>Gary M. Clark, EdD</i>	
Tips Transition Planning Guide - <u>Employment</u>	11
■ Student & Family Interview	12
■ Suggested Transition Activities	
Tips Transition Planning Guide - <u>Independent Living</u>	
■ Student & Family Interview	13
■ Suggested Transition Activities	14
Tips Transition Planning Guide - <u>Recreation and Leisure</u>	
■ Student & Family Interview	15
■ Suggested Transition Activities	16
Tips Transition Planning Guide - <u>Community Participation</u>	
■ Student & Family Interview	17
■ Suggested Transition Activities	18
Tips Transition Planning Guide - <u>Post-secondary & Life Long Learning</u>	
■ Student & Family Interview	19
■ Suggested Transition Activities	20
Suggested Transition Activities	
■ Adult Services/Resources - Teacher/Student Version	21-22
■ Adult Services/Resources - Parent Version	23-24
Transition Roadmap	
■ Transition Planning to the Next Grade Level	26-27
■ Grades 7 through 12	28-41
■ Grades 13 or 14	42-44
Transition Assessment Tools	
■ Employment	46
■ Lifelong Education and Training	47
■ Home Living	48
■ Community Participation	49
■ Recreation and Leisure	49
■ Personal Life	49-50
■ Independent Living Assessment/Fee Schedule from DRS.....	51-62
■ Situational Assessment	63-71

Examples of parent letters to discuss transition planning/informal transition questionnaires

▪ Parent Example #1	73
▪ Parent Example #2	74-76
▪ Parent Assessment #3	77-80
▪ Student and Parent Questionnaire	81-89
▪ Parent and Guardian Attitude Survey	90-99

Learning Style Questionnaire

▪ CITE Learning Style Questionnaire #1	97-99
▪ C.I.T.E. Score Sheet.....	100-101
▪ Learning Style Questionnaire #2	102-104
▪ Learning Styles Chart	105

Leisure Interest Checklist 106-107

Study Habits Questionnaire 109-110

Accommodations Questionnaire 112-113

▪ Accommodations Checklist	114-115
▪ Consideration of Special Factors	116-117
▪ Modifications	118-119
▪ Ideas for Adaptations and Modifications	120-122

Self-Advocacy Questionnaire 124-125

Transfer Functional Skills

▪ Supported Employment	127-132
▪ Vocational Training	133-140
▪ Functional Skills Inventory	141-145
▪ Four Year College	146-152
▪ Competitive Employment	153-157

Career Development Questionnaire

▪ Awareness Phase	159
▪ Exploration Phase	159
▪ Preparation Phase	160
▪ Assimilation Phase	160
▪ Career Development Checklist	161
▪ Career Assimilation	162

Assessing Self Determination 164

Assistive Technology Assessment 166-171

Review

▪ Transition Checklist - Planning for Learning after High School	173-175
--	---------

Age-Appropriate Transition Assessments and Activities Guide

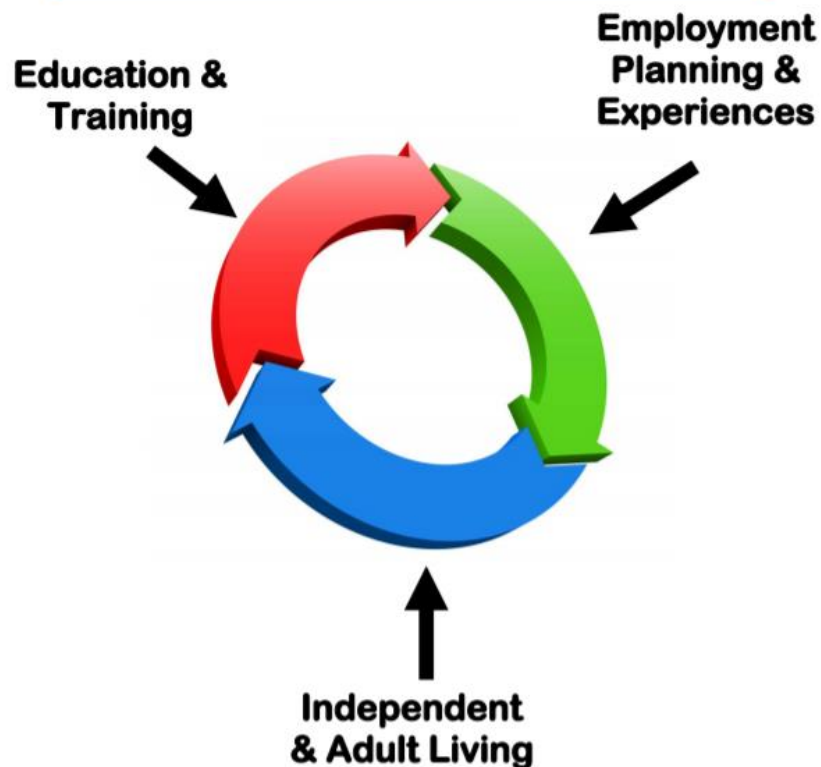


Table of Contents

Section 1: Comprehensive Transition Assessments

Section 2: Education, Training & College Readiness

- Career Planning & Exploration
- Career Portfolios
- Interests, Abilities & Values
- Postsecondary Education/Training Preparation

Section 3: Employment & Career Readiness

- Self Advocacy
- Self Determination
- Learning Styles & Personality Profiles
- Study Skills
- Strengths & Limitations

Section 4: Adult & Independent Living

- Postsecondary Independent Living Skills
- Adult Living Objectives
- Inclusive Integration & Community Participation

Section 5: Specific Area of Need

- Visual Impairment
- Deaf & Hard of Hearing
- Low Reading Incidence & Significant Disabilities

Legend

FREE – Resource or access to use an assessment or tool is free

\$\$ - There is a fee to utilize / order the resource or access the URL

Postsecondary Education and Training: PRO-ED - \$\$
<http://www.proedinc.com/customer/productView.aspx?ID=4369>

Job Search Knowledge Scale: JIST Publishing - \$\$
<http://jist.emcp.com/job-search-knowledge-scale.html>

Employability/Life Skills Assessment: Ohio Department of Education – FREE
<http://www.edresourcesohio.org/transition/resources.php?id=2>

Transition Assessment Tools: Employment:
Indiana Institute on Disability and Community – **FREE**
<http://bit.ly/1LepCPH>

Community Work Site: Student Learning / Training Plan and Evaluation:
Seattle University – **FREE**
<http://bit.ly/1BkfoNr>

Employer Self-Assessment: Jobs to Careers – FREE
<http://bit.ly/1J26Opp>

Educational Institution and Workforce Intermediary Self-Assessment: Jobs to Careers - FREE
<http://bit.ly/1GMmkp7>

SCANS Skills Assessment: U.S. Department of Labor – FREE
http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Tools/Tool_20.PDF

Wisconsin Youth Leadership Certificate Assessment: Wisconsin Department of Public Instruction – FREE
<http://bit.ly/1GbM5bC>

Wisconsin Employability Skills Certificate Program Assistant: Wisconsin Department of Public Instruction – FREE
http://cte.dpi.wi.gov/cte_esintro

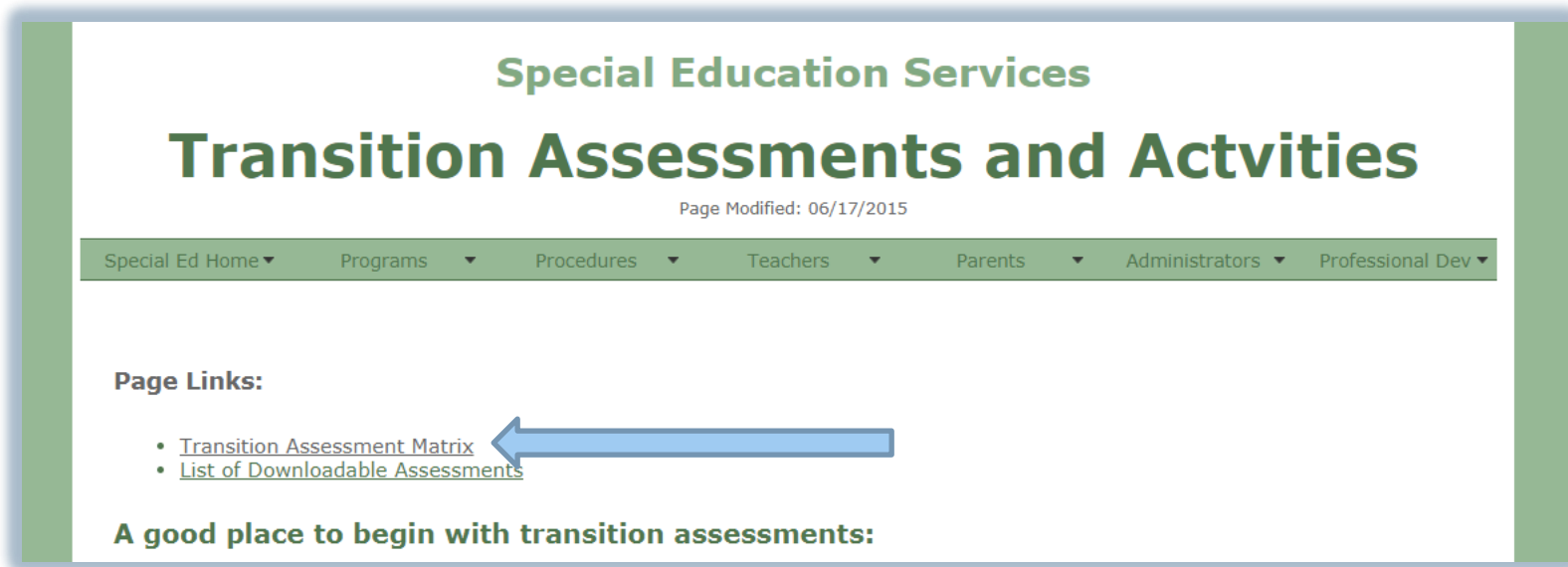
Transition Assessment & Goal Generator - Zarrow Center - University of Oklahoma - \$\$
<https://tagg.ou.edu/tagg/>

WI Career Pathways: Wisconsin Technical College System – FREE
<https://www.wicareerpathways.org/Students>

Career Cluster Inventory (With Pictures and descriptions) – FREE
<http://www.livebinders.com/media/get/OTg2NTI3OQ>

Transition Assessments

- <http://www.sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html>



The screenshot shows a webpage titled "Special Education Services" with a main heading "Transition Assessments and Activities". Below the heading, it says "Page Modified: 06/17/2015". A navigation bar contains links: "Special Ed Home", "Programs", "Procedures", "Teachers", "Parents", "Administrators", and "Professional Dev". Under "Page Links:", there are two bullet points: "Transition Assessment Matrix" and "List of Downloadable Assessments". A blue arrow points to the "Transition Assessment Matrix" link. Below the links, it says "A good place to begin with transition assessments:".

Special Education Services

Transition Assessments and Activities

Page Modified: 06/17/2015

Special Ed Home ▾ Programs ▾ Procedures ▾ Teachers ▾ Parents ▾ Administrators ▾ Professional Dev ▾

Page Links:

- [Transition Assessment Matrix](#)
- [List of Downloadable Assessments](#)

A good place to begin with transition assessments:

Transition Assessments

Choose Domain

- ☒ Employment
- ☐ Independent Living
- ☐ Education/Training

Choose Grade Level(s)

- ☐ 6-8
- ☒ 9-10
- ☐ 11-12

Choose Disability Area(s)

- | | | |
|---|------------------------------|------------------------------|
| <input checked="" type="checkbox"/> SLD | <input type="checkbox"/> AUT | <input type="checkbox"/> SI |
| <input type="checkbox"/> ED | <input type="checkbox"/> DB | <input type="checkbox"/> BLV |
| <input type="checkbox"/> MiCD | <input type="checkbox"/> OI | <input type="checkbox"/> DHH |
| <input type="checkbox"/> MoCD | <input type="checkbox"/> OHI | <input type="checkbox"/> TBI |
| <input type="checkbox"/> SCD | <input type="checkbox"/> LI | <input type="checkbox"/> MD |

Career Comparison

This authentic assessment allows students to explore and compare two careers/job, including personal and education requirements, salary, and need

** ASSESSMENT



Career Reflection Sheet

This authentic assessments guides students with information to gather when attending a college or career fair. Basic questions help students explore potential interests.

** ASSESSMENT



CTE Report

This authentic assessment can be given to Career and Technical Education teachers to rate a students performance (soft skills and technical skills) in their vocational program.

** ASSESSMENT



CTE Vocational Program Visit

Many students make visits to area vocational programs or CTE centers. This authentic assessment asks students to reflect on programs or areas they may be interested in pursuing.

** ASSESSMENT

Initial Career Research

This authentic assessment is great for students who are early on the path to exploring possible job/career choices. Students explore the basics of a field or career of choice.

** ASSESSMENT

Job Shadow Reflection

This authentic assessment can be used to gather follow up reflections from students who have participated in a job shadowing experience

** ASSESSMENT



Assessment: Beyond Compliance

- Assessment Resource:

Transitiontn.org/assessment-database/

- You will need to create an account; it is free.
- We will walk you through the data base with an example over the next few slides.

TransitionTN



Assessment Database

The data base:

Use these options to filter the table below.

Transition Domain:

- ☐ Community Participation
- ☐ Recreation and Leisure
- ☐ Financial/Money Management
- ☐ Functional Academics
- ☐ Health
- ☐ Independent Living Skills
- ☐ Personal Management
- ☐ Postsecondary Education
- ☐ Quality of Life
- ☐ Self-Determination
- ☐ Social Skills/Interpersonal Skills
- ☐ Transportation/Mobility
- ☐ Technology Skills
- ☐ Employment/Career Development

Assessment Focus:

- ☐ Preferences/Interests
- ☐ Strengths
- ☐ Needs
- ☐ Other

Assessment Approach:

- ☐ Curriculum-based assessments
- ☐ Ecological inventories
- ☐ Task analyses
- ☐ Direct observations
- ☐ Interest inventories/preference assessments
- ☐ Checklist or rating scales
- ☐ Surveys or questionnaires
- ☐ Interviews
- ☐ Teacher-made assessments
- ☐ Person-centered planning process

Language:

- ☐ English
- ☐ Arabic
- ☐ ASL
- ☐ French
- ☐ Spanish
- ☐ Large Print

Who completes it?:

- ☐ Family member
- ☐ Educator
- ☐ Student
- ☐ Job coach/Supervisor
- ☐ All

Cost:

- ☐ Yes
- ☐ No

SEARCH

RESET FORM

Our search was for social skills assessments:

Use these options to filter the table below.

Transition Domain:

- ☐ Community Participation
- ☐ Recreation and Leisure
- ☐ Financial/Money Management
- ☐ Functional Academics
- ☐ Health
- ☐ Independent Living Skills
- ☐ Personal Management
- ☐ Postsecondary Education
- ☐ Quality of Life
- ☐ Self-Determination
- ☒ Social Skills/Interpersonal Skills
- ☐ Transportation/Mobility
- ☐ Technology Skills
- ☐ Employment/Career Development

Assessment Focus:

- ☒ Preferences/Interests
- ☒ Strengths
- ☒ Needs
- ☐ Other

Assessment Approach:

- ☒ Interest inventories/preference assessments
- ☒ Checklist or rating scales
- ☒ Surveys or questionnaires

Language:

- ☒ English
- ☐ French
- ☐ Spanish

Who completes it?:

- ☐ Family member
- ☐ Educator
- ☐ Student

Cost:

- ☐ Yes
- ☒ No

SEARCH

RESET FORM

The Results:

Assessment Title with a Link	Description
Adolescent Autonomy Checklist	This 105-item checklist rates the student's ability to complete independent living skills and identifies areas in need of additional instruction.
Casey Life Skills Assessment	A 112-item assessment that addressed the areas of community participation, financial management, personal management, technology skills, employment, postsecondary education, and independent living.
Functional Skills Transition Assessment	Three different levels of surveys determine competency in areas including supported employment, daily living, health and physical care, leisure, mobility, money skills, social, workplace readiness, and specific skills.
I'm Determined Self-Determination Checklists	This 23-item scale assesses self-determination.
JobTIPS Social Skills Assessment	This 31-item assessment includes both a self-assessment form and a form to be completed by someone who knows the student well. It assesses how often the student engages in appropriate social skills such as using greetings and using appropriate body language.
Life Skills Inventory/Independent Living Skills Assessment Tool	The Life Skills Inventory/Independent Living Skills Assessment Tool is a 315-item assesment completed by a parent or educator which addresses the domains of money management, health, independent living, transportation, employment, postsecondary education, and social/interpersonal skills.
Parent Interview Form	Four page list of questions for the parent to answer, including their child's daily living, social, communication, academic, rec/leisure, community and work related skills.

We clicked on this tool from our results:



[HOME](#) ▾ [COVID-19 RESPONSE](#) [ABOUT](#) ▾ [VIRTUAL EVENTS](#) ▾ [RESOURCES](#) ▾ [SUPPORTS](#) ▾ [COURSES](#) ▾

Life Skills Inventory/Independent Living Skills Assessment Tool

[Back to the database](#)

[Jump to the comments](#)

The Life Skills Inventory/Independent Living Skills Assessment Tool is a 315-item assesment completed by a parent or educator which addresses the domains of money management, health, independent living, transportation, employment, postsecondary education, and social/interpersonal skills.

This snapshot about the assessment is given:

Quick Facts

Domain Addressed: Community Participation, Financial/Money Management, Health, Independent Living Skills, Personal Management, Postsecondary Education, Social Skills/Interpersonal Skills, Transportation/Mobility, Employment/Career Development

Pre-ETS Covered: Job Exploration Counseling

Focus: Strengths

Link to Assessment:

http://www.sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Independent%20Living/Life%20Skills%20Inventory_Independent%20Living.pdf

Who Completes It: Family member, Educator

Approach: Checklist or rating scales

Cost: No

Year: 2000

Language(s): English

Allotted Time to Complete: Not Reported

Are There Different Versions of the Assessment? No

Are Psychometric Properties Reported? No

Connected to Curriculum?

Transition Assessments

- A summary of the results of the completed assessments
 - *can be* recorded in the IEP.
- Where in the IEP?
 - Section 4: Results of All Evaluations.
- Why provide a summary?
 - Shows movement towards post-secondary goals.

This is OPTIONAL- but recommended

Click on the link in the “quick facts”, it takes you right to the assessment.



CHILDREN'S ADMINISTRATION
DIVISION OF CHILDREN AND FAMILY SERVICES
LIFE SKILLS INVENTORY
INDEPENDENT LIVING SKILLS ASSESSMENT TOOL

INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

Scoring should be based on the lowest level of completion.

The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

Completing Category O

It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

Time frames for completion

All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

COVER SHEET

NAME OF YOUTH:	CAMIS PERSON ID:	DATE OF BIRTH:
PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT		DATE

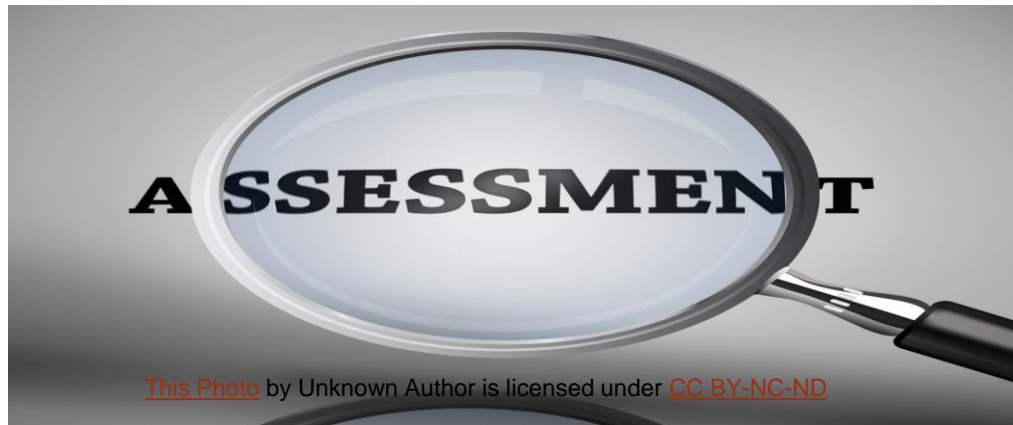
Section 9B: Transition Assessments

B. List of Transition Assessments Completed:

Informal student interview (2020)

Career interest inventory (2021)

Classroom observation (2021)



Section 4: Results of All Evaluations

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

November 2020: Informal Student Interview

Dan said that he would like to go to college to study marketing. His Uncle is in the field and has taken Dan to his office, and it looks interesting. Dan also enjoys carpentry projects and is going to take a vocational class to explore those skills further.

January 2021-Career Interest Inventory

The results show that Dan enjoys hands on projects and is good with technology. This supports his continued exploration of marketing and carpentry.

April 2021-Classroom Observation

Dan's case manager observed him in Geometry class where he was able to accurately measure shapes and angles and use the results in various equations. This indicates that Dan's continued interest in carpentry may be a good option for him.

Assessment Resources

- <https://ouhsc.edu/thecenter/Publications/Publication-Details/personal-preference-indicators>
- <https://www.lifecoursetools.com/>
- <https://www.imdetermined.org/>
- https://transitionta.org/system/files/resourcetrees/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf?file=1&type=node&id=1667
- https://transitioncoalition.org/tc-materials-display/?cat_ID=331

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 9C: IEP Meeting

- Need a statement if they attended, and if they did not attend the IEP meeting.
- If the child did **not** attend, state when you met with them and that their post-secondary goals were discussed.

Section 9C: IEP Meeting

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Dan attended his IEP meeting.

Dan chose not to attend his IEP meeting. He met with his teacher on 5/15/21 to talk about his post-secondary interests and preferences.

Section 9D: Measurable Post-Secondary Goals

D. Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i) - Measurable post-secondary goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate):

After graduation, child's name, will independent living skill.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Transition Goals 9D: Education/Training

- Document the formal and/or informal training the child will receive after high school that enables them to make progress towards pursuing a career in their chosen field.
- “Will” statement of the type of education and or training the child will receive in order to pursue their career choice.

Transition Goals 9D: Education/Training

Education/Training Goal

1. After graduation, Dan will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.
2. After graduation, Dillon will attend a community college and will study sports facility management.
3. After graduation, Brooke will attend a post-secondary institution for marine biology or zoology.
4. After high school, Roy will receive on the job training in a pet store or a farm.

Transition Goals 9D: Employment

- Take the education or training goal and make a statement about employment
- Education/Training and Employment goals should be in alignment.



This Photo by Unknown Author is licensed under [CC BY-ND](#)



This Photo by Unknown Author is licensed under [CC BY-SA](#)

Transition Goals 9D: Employment

Employment Goal

1. After graduation, Dan will work in the field of marketing or as a carpenter.
2. After graduation, Dillion will be employed as a sports facility manager.
3. After graduation, Brooke will be employed as a marine biologist or zoologist.
4. After high school, Roy will be employed in a pet store or on a farm.

[HOME](#)[TRAINING ▾](#)[LOG IN](#)[FEEDBACK](#)[REGISTER](#)[EN ESPAÑOL](#)

Explore Work

Start Mapping Your Future!

Welcome! If you are a teen who has a disability, you have choices and things to do to prepare for life after high school and becoming an adult. Just like every teen, this is a time of transition. You are preparing to be an adult, get a job, and become more independent.

A big part of planning for the future means thinking about a job that is a good fit for you.

Want to find out more about who you are and what you're good at? This training will help you explore your talents and create a plan for your future!



Explore Work

<https://explore-work.com/>



your source for career exploration, training & jobs

Sponsored by the U.S. Department of Labor. A proud partner of the [americanjobcenter](#) network.

Español

Search CareerOneStop

Explore Careers ▼

Find Training ▼

Job Search ▼

Find Local Help ▼

Toolkit ▼

Resources For ▼

Video Library

Video Library

New career videos

Career videos

Career videos in Spanish

Skill and ability videos

Industry videos

Work option videos

Tutorial videos

FAQs about videos



Browse CareerOneStop's video collection to learn about careers, industries, skills and abilities, or work options and education levels.

Get started by selecting a link on the left.



destinationoccupation.com/career-videos/

Us | Resources | Contact Us

-329-5736 info@destinationoccupation.com



HOME WHO WE HELP ▾ CAREER VIDEOS JOB BOARD ▾ BLOG

<https://destinationoccupation.com/career-videos/>

Transition Goals 9D: Employment

- Child wants to be a professional video gamer:
 - Career exploration skill development
 - Job shadow
 - Interviews
 - Find relatable jobs (game tester, designer, etc.)



This Photo by Unknown Author is licensed under CC BY

Section 9D: Independent Living

- When deciding if the child needs an independent living goal, consider if they are able to actually live independently.
 - Hygiene
 - Budgeting
 - Bills
 - Support services (mental health, PT, OT)
- Should be considered for all children, not just those with significant cognitive deficits.

Section 9D: Independent Living

Independent Living Skill Goal (when appropriate):

1. After graduation, Dan will access mental health supports in his community independently or with assistance from his parents.
2. After graduation, Dan will manage a budget independently or with assistance from his parents.
3. After high school, Roy will live semi-independently with a roommate in an assisted living apartment with supports.

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 5: Annual Goals

- There must be at least **one** annual goal that addresses the post-secondary goals, (can use an existing goal if appropriate)
- This goal could address all areas including Education, Employment, and IL.
- There could be a separate goal for each.

IEP Goal Alignment to Post-Secondary Goal

Academic IEP Goal 1



Education/Training

Academic IEP Goal 2



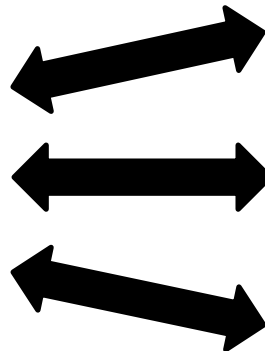
Employment

Functional IEP Goal



Independent Living

Annual IEP Goal



Education/Training

Employment

Independent Living

IEP Goal Example

- By June 15, 2022, in preparation for college and career readiness, given direct instruction, pre-teaching and rehearsal, Dan will participate in conversation and collaborate with peers, building on others' ideas and clearly expressing his own ideas 3 out of 5 opportunities as measured by a communication rubric in class. CCSS.ELA. 9.S/L. 1.

This goal was already in the IEP and now is aligned to the post-secondary education/training and employment goal.

Section 5: Academic Annual Goal

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan is currently able to write informative essays with 70% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By June 2022, given consultation services in preparation for working in marketing or carpentry, Dan will write informative essays to examine complex concepts through organized analysis of content with 90% accuracy as measured by district adopted writing curriculum (CCSS.ELA-Literacy.W.9-10.2)

Progress:

Oct 21: P-78%

Jan 22: P-82%

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan is currently able to use calming techniques when anxious 5 out of 10 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

Progress:

By date, given service, child's name will skill as measured by evidence.

Oct 21: P-6/10

By June 2022, given social work services in preparation for attending a 4 year college or university to study marketing or for work in the carpentry field and independent living, Dan will work on managing his anxiety by using techniques learned during social work sessions 8 out of 10 trials as measured by self-reporting and social work sessions.

Jan 22: P-7/10

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan intelligibility is currently 67%.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

Progress:

By date, given service, child's name will skill as measured by evidence.

Oct 21: P-75%

By June 2022, given speech and language services in preparation for attending a 4 year college or university to study marketing or for work in the carpentry field Dan will improve his intelligibility to 90% by using appropriate phrasing in sentence production (pitch, volume, rate, stress) as measured by speech and language services and teacher observations.

Jan 22: P-82%

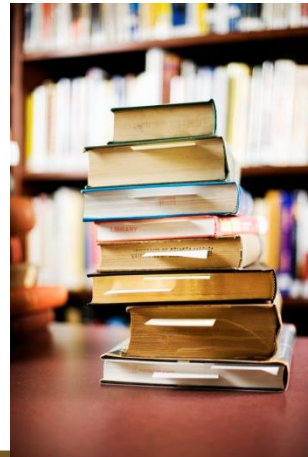
Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 9E: Course of Study

- **E. Planned Course of Study:** (MUSER IX.3(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.



Section 9E: Course of Study

E. A course of study can include course titles and descriptions of how the courses will lead to the acquisition of post-secondary goals. The course of study must:

- Promote movement toward and skill acquisition for the post-secondary goals
- Indicate a multi-year high school plan (current status to anticipated exit date)
- Reflect the child's preferences and his/her unique interests.
- Relate to the child's needs
- Be more specific than just completing graduation requirements
- Pass the stranger test (e.g., would someone unfamiliar with the child completely understand the courses necessary to facilitate a meaningful and effective transition-focused class schedule?)
- Be clearly transferable (e.g., can another school build a schedule based on the information in the course of study?)

Section 9E: Course of Study

- The course of study should be tailored as much as possible to the future plans of the student.
- It is vital that planning for high school years beyond year 4 begin as early as possible and be very clearly documented in the Written notice of each IEP Team Meeting.

Section 9E: Course of Study

Dan

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

9th grade: English 9, Algebra 1, World History 1, Ecology/Earth Science, Art, PE, Spanish

10th grade: English 10, Geometry, U.S. History, Biology, Band, Spanish II, Health

11th grade: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

12th grade: English 12, Financial Math, Independent Study (Intro to Marketing), Carpentry II

Roy

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

11th grade: Functional language skills, daily living skills, adaptive PE, community based programming

12th grade: Functional language skills, basic math skills, adaptive PE, functional life skills, community based programming

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 9F: Transition Services and Activities

F. Transition Services and Activities: (MUSER IX.3(A)(I)(h)(ii)) – Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

Education/Instruction and Related Services:

Career/Employment and Other Post-Secondary Adult Living Objectives:

Community Experiences:

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

Section 9F: Transition Services and Activities

- **F. Transition Services and Activities:** (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals.
- Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.



Section 9F: Transition Services and Activities

- Documents the services and activities occurring during the life of this IEP being provided by an adult in the school or the community.
- Can help the child focus on what they want to do.



Section 9F: Transition Services and Activities

- These are not “will” statements.
 - Provided by an adult in the school/community
- Should not include future services/activities
 - Example: Freshman will be provided services from Vocational Rehabilitation his/her junior year.
- Leaving previous years services in this section
 - To show movement from year to year.

Section 9f

- **Education/Instruction and Related services include:**
 - Transportation
 - Developmental, corrective, and other supportive services including:
 - specially designed instruction
 - speech-language pathology and audiology services
 - interpreting services
 - psychological services
 - physical and occupational therapy
 - recreation, including therapeutic recreation
 - social work services
 - school nurse services
 - counseling services, including rehabilitation counseling
 - orientation and mobility services
 - medical services
 - Instruction in specific areas that the child needs to:
 - Complete needed courses
 - Succeed in the general curriculum
 - Gain needed skills

Section 9f

- **Career/Employment and Other Post-Secondary Independent Living Objectives** are components of a transition program required to achieve desired post-secondary goals. *(This is not a restatement of the goal, but rather a description of the activities that are necessary to accomplish the goal.)*
 - These objectives could include career/employment/adult living skills such as:
 - Exploring internships
 - Job seeking and keeping skills
 - Job site training
 - Registering to vote
 - Filing taxes
 - Renting a home
 - Accessing medical services
 - Filing for insurance or accessing adult services such as Social Security Income (SSI)

Procedural Manual pg. 40

Section 9f

- **Community Experiences** are one component of a transition program that is provided outside the school building or in community settings.
 - Examples could include:
 - Community-based work experiences and/or exploration
 - Banking
 - Shopping
 - Transportation
 - Recreation activities



Benefits of Self-Determination

People with greater self determination are:

- Healthier;
- More independent;
- More well-adjusted; and
- Better able to recognize and resist abuse.

(Khemka, Hickson, & Reynolds, 2005; O'Connor & Vallerand, 1994; Wehmeyer & Schwartz, 1998)



Core Components of Self Determination:

- **Choice Making** – the skill of making a choice between two known options
- **Decision Making** – the skill of choosing among more than two known options
- **Problem Solving** – the skill used when a solution not readily known; decision-making and choice making are part of the process
- **Goal Setting & Attainment** – the skill of determining how you are going to accomplish what you want (setting the goal, plan for implementation and measuring success).

Core Components of Self Determination: continued

- **Self-Regulation** (skills include self-observation, self-evaluation; self reinforcement) – the process of monitoring one's own actions
- **Self-Instruction** – skills that assist the student in using their own verbal prompts for solving problems.
- **Self-Advocacy** – skills necessary to be able to speak up or defend a cause of person.
- **Internal Locus of Control** – the belief that one has control over outcomes that are important to life.

Core Components of Self Determination: continued

- **Self-Efficacy** – the conviction that one can successfully execute the behavior required to produce a given outcome.
- **Efficacy Expectations** – the belief that if a specific behavior is performed, it will lead to anticipated outcomes.
- **Self-Awareness and Self-Knowledge** – the skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.

Wisconsin Suite of Self Advocacy Resources

<https://becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html>



"Speak Up" Becoming a Self-Advocate

Home

Scope and Sequence

Wisconsin Suite of Self
Advocacy Resources

Getting Started

Vocabulary

Plan 1-Self Advocacy 101

Plan 2-Disability and IEP

Plan 3-Finding Careers

Plan 4-Matching Careers

Plan 5-Law & Legal Rights

Plan 6-Postsecondary Ed

Plan 7-Apply/Post-Sec Ed

Plan 8-Employment

Plan 9-Accommodations

Wisconsin Suite of Self Advocacy Resources



A New Way of Thinking

**A guide for students with disabilities
to develop self-advocacy skills.**

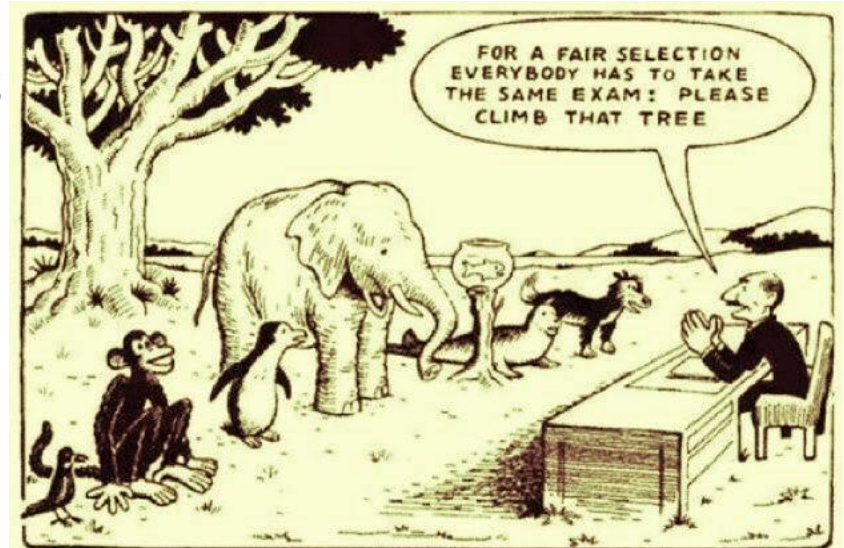


Table of Contents

Credits	1
Introduction	3
Chapter 1 Guess What, You Have a Disability	5
Learning Points: Definition of disability Types of disabilities Who am I – Identify and describe the student's disability What does my disability mean to me? Who do I talk to about my disability?	
Chapter 2 Automatic Negative Thoughts (ANTs)	21
(Learn to think positively, and change the way you think to feel good) Learning Points: ANT principles ANT species ANT therapy—Combat Your Negative Thoughts through Feeding Good Thoughts to Your Anteater	
Chapter 3 Assessment	45
Learning Points: What is an assessment? What is the difference between formal and informal assessments? What are the different types of assessments? What is an accommodation?	
Chapter 4 Self-Advocacy	61
Learning Points: Speak up for yourself The 4 keys to being a good self-advocate Self-advocacy DOs and DON'Ts How to find supports Help in school – IEPs Transition planning in the IEP	
Chapter 5 Self-Empowerment.	75
Learning Points: What is empowerment? What is IDEA? What is an IEP? How to get involved in your IEP What is transition planning in the IEP?	
Transition Resources	91

Section 9F: Education

- Special education services
- Regular education classes
- Related Services



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Section 9F: Career/Employment

- Job seeking and keeping skills
- Work experience
- Job shadow
- Advisory program
- Internships



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 9F: Education

F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.

Education/Instruction and Related Services:

- *Social Work services to learn to regulate emotions (2020, 2021, 2022)
- *Financial math to develop financial awareness (2020)
- *Special Education Consultation services (2021, 2022)
- *Intro to Business Class (2020)
- *Carpentry Class (2022)

Section 9F: Career/Employment

Career/Employment and Other Post-Secondary Adult Living Objectives:

- *Career interest inventories in marketing and carpentry (2020)
- *Participate in career prep activities through advisor/advisory program (2021)
- *Job shadow individuals in both the carpentry and marketing fields to determine which is a better fit (2022)



[This Photo](#) by Unknown Author is licensed under [CC BY](#)



A Guide to Developing Collaborative School-Community- Business Partnerships

Prepared by: Richard Luecking, Ed.D.
Ann Deschamps, Ed.D.
Ruth Allison, M.B.A.
Jacque Hyatt, M.Ed.
TransCen, Inc.

Christy Stuart, Ed.D.
Maryland State Department of Education

https://transitionta.org/sites/default/files/Partnership_Guide.pdf

Section 9F: Community Experience

- Community based work experiences
- College or career fair
- Volunteer experiences
- Recreational activities





NTACT

National Technical Assistance Center on Transition

How will the student engage in the community?

- Independently
- Family support
- Community support
- Paid/agency support

**PARTICIPATION
MATTERS!**



15

6

Section 9F: Community Experience

Community Experiences:

- *Volunteer at marketing business (2021)
- *Currently employed, with satisfactory employment evaluations (2020, 2021, 2022)
- *Boy Scouts: developing leadership and independent skills (2020, 2021)



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Determine Essential Skills

Domains







- Home
- Health
- Love and happiness
- Work
- Community

- ★ Teach for independence
- ★ Teach hard and soft skills in each environment



Section 9F: Daily Living Skills

- Preparing meals
- Budgeting
- Maintaining a home
- Caring for self, clothing, pets, etc.

<p>Washing</p>  <p>The ability to wash in the bath or shower (including getting into and out of the bath or shower) or wash by other means.</p>	<p>Dressing</p>  <p>The ability to put on, take off, secure and unfasten all garments and, as appropriate, any braces, artificial limbs or other surgical or medical appliances.</p>
<p>Feeding</p>  <p>The ability to feed oneself food after it has been prepared and made available.</p>	<p>Toileting</p>  <p>The ability to use the lavatory or manage bowel and bladder function through the use of protective undergarments or surgical appliances if appropriate.</p>
<p>Walking Or Moving Around</p>  <p>The ability to move indoors from room to room on level surfaces.</p>	<p>Transferring</p>  <p>The ability to move from a bed to an upright chair or wheelchair, and vice versa.</p>

[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 9F: Daily Living Skills

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- *Financial match class to learn money management skills (2020)

- *Primary caregiver for family dog (2020, 2021, 2022)



40 OLD-FASHIONED SKILLS THAT KIDS NEED TO KNOW TODAY!

- ☐ How to write a letter
- ☐ How to make a phone call
- ☐ How to take a message
- ☐ How to get to know an older person
- ☐ How to play with a baby
- ☐ How to sew on a button
- ☐ How to make a genuine apology
- ☐ How to read slowly
- ☐ How to hammer a nail
- ☐ How to shake hands
- ☐ How to introduce yourself
- ☐ How to take notice of needs around you
- ☐ How to make scrambled eggs
- ☐ How to balance a checkbook
- ☐ How to see a job through to completion
- ☐ How to write a thank-you note
- ☐ How to do laundry
- ☐ How to take care of a garden
- ☐ How to fix something instead of replace it
- ☐ How to plan a healthy meal
- ☐ How to hang a picture
- ☐ How to wash dishes
- ☐ How to make a budget
- ☐ How to wait and save for something
- ☐ How to check tire pressure
- ☐ How to ask questions to get to know someone better
- ☐ How to read a map
- ☐ How to find a book in the library
- ☐ How to seek counsel from someone more experienced
- ☐ How to care for a pet
- ☐ How to select a gift that the receiver will appreciate
- ☐ How to admit a mistake
- ☐ How to set the table
- ☐ How to iron a shirt
- ☐ How to give someone the benefit of the doubt
- ☐ How to weigh out the pro's and con's of a decision
- ☐ How to have good table manners
- ☐ How to read a recipe
- ☐ How to attend a concert or performance
- ☐ How to do something well, even if no one is watching
- ☐ How to be KIND!



<https://frugalfun4boys.com>



Section 9G: Agencies Responsible

- Need parental consent to invite them to the IEP meeting, or consent from student who has reached age of majority.
- Consent is needed prior to the AWN.
- Consent is needed for every meeting where transition planning is discussed.

Section 9G: Agencies Responsible

G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

1. Vocational rehabilitation

2. N/A



Section 9G: Agencies responsible

Name and Position
1. Mrs. Red – Director of Special Education Services
2. Mrs. Brown – Special Education Case Manager
3. Mrs. Blue – Mother
4. Mr. Blue – Father
5. Johnny Blue – Student
6. Mrs. Orange – Mathematics Teacher
7. Mr. Purple – Vocational Rehabilitation Counselor (invited by parents)

Written Notice

1. Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:

1) Dan's transition plan was updated, reviewed, and accepted by the team.

2. Explain why the SAU is proposing or refusing to take the above action(s):

1) Based on ongoing conversations with Dan and the results of a career interest inventory and observation, carpentry or marketing continue to appear to be good career options. His transition plan was updated to reflect services that will be provided to him throughout the year to help him continue to develop the skills necessary to begin a career in carpentry or marketing. Dan is projected to enroll in a carpentry class next year as well as Introduction to Business.

Chat Box Check in:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Section 10: Age of Majority

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

☐ YES Date Informed:
☐ N/A

- Indicate the date the child and parent(s) were informed of the transfer of rights at the age of majority (18).
- This should be completed at or before the IEP meeting for the year the child will turn 17.
- This date does not change.

B-13 Indicator:

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (<u>NOT</u> "Child will..." statements)	IEP 9F

Takeaways:



- Transition plans should be Student Centered
- Family engagement is key.
- Assessment-Assessment-Assessment
- Students should be invited, and encouraged to attend their meetings
- Outside agencies who can aid the child in their post-secondary transition should be part of the IEP team.

“Promote ambitious
outcomes for youth.”

-Linda O'Neal

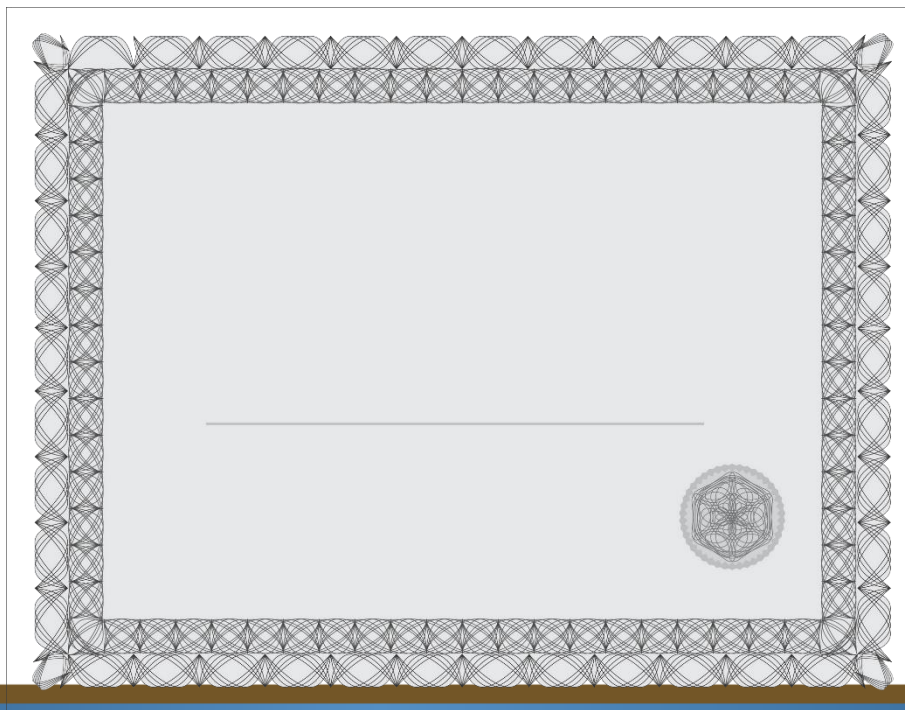
FAQ's-Did we cover them?

Did we miss anything?

- What if I don't know the child, a freshman and their annual is in September, how do I write the transition plan?
- What if the child wants to be a rock star?
- Why shouldn't we name specific colleges or businesses?
- Can we include the parents in 9F?
- What do we do if the parents don't want to encourage the child to consider employment?

Contact hours:

- Jennifer is dropping the certificate for 2 hours into the chat box.





[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Contact Information

Colette Sullivan: Federal Programs Coordinator

Colette.Sullivan@maine.gov

Leora Byras: Education Specialist II

leora.byras@maine.gov

Jennifer Gleason: Education Specialist II

Jennifer.gleason@maine.gov